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ABSTRACT

Presents the results of South Carolina's Trident Technical College's (TTC's) 1998 graduate follow-up survey report of 915 TTC graduates. Graduates were surveyed and results were obtained for the following items: graduate goals, employment, placement rates, graduates in related fields, when job were obtained, job finding methods, job locations, job satisfaction, job preparation, salaries, continuing education, satisfaction with education at TTC, processes and services, life skills accomplishments, and demographics by age group, gender, ethnic origin, and attendance characteristics. Graduates were more satisfied with all but one of the processes and services rated (Co-op Services) than they had been since 1991. The campus-wide quality effort could account for this improvement. The 1998 graduates were well satisfied with their education at TTC and felt their education or training prepared them for their jobs. In keeping with national norms, females generally received lower salaries than males. However, 1998 black graduates had a higher median salary than whites, which is contrary to previous years. The appendix includes the State Board for Technical and Comprehensive Education graduate placement rate results (1994-1998) for all programs, the allied health sciences, arts and sciences, business technology, community, family and child services, hospitality, tourism and culinary arts, industrial and engineering technology, nursing, and public service according to certificates, associate degrees, and diplomas awarded. (VWC)

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TRIDENT TECHNICAL COLLEGE

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1998 GRADUATE FOLLOW-UP

Trident Technical College's office of Institutional Research conducted the 1998 Graduate Follow-Up Survey during the winter and spring of 1998-99. The main objective of the survey was to determine how many graduates were working in jobs related to their fields of study or were continuing their education. Other goals included obtaining data on graduates' employment, their satisfaction with various aspects of the college and suggestions for improvement.

In January 1999, the survey questionnaire was mailed to 1250 graduates of Summer 1997, Fall 1997 and Spring 1998. A second questionnaire was mailed to non-respondents of the first mailing. Telemarketers or faculty members contacted graduates who did not respond to the mailings. A total of 915 graduates responded to the survey for a response rate of 73 percent.

This report is based on the number of respondents completing the questionnaire. All respondents did not answer all questions; consequently, the number of respondents varies from question to question.

Results

Graduate Goals

The survey asked graduates to indicate the main reason they attended TTC. While "Learn skills for a new job" was the goal most frequently stated for all categories, females chose this goal more frequently at 70 percent than males at 57 percent. One other goal where males and females differed was "Learn skills for a current job." Twenty-one percent of males chose this goal, as opposed to only seven percent of females. Table 1 presents graduate goals by gender.

Table 1: Goals in Attending TTC by Gender

Goals	Female		Male		Total	
	No.	%	No.	%	No.	%
Learn skills for a new job	309	70	163	57	472	65
Earn transfer credit	86	20	52	18	138	19
Learn skills for a current job	32	7	60	21	92	13
Learn for personal benefit	13	3	12	4	25	3
Total	**440**	**60**	**287**	**40**	**727**	**100**

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Goals also differed by campus. Graduates who usually attended Berkeley Campus mainly chose goals concerning skills for work as opposed to transfer credit. Their combined rate for "Learn skills for new jobs" and "Learn skills for a current job" was 92 percent. Table 2 presents graduate goals by campus.

Table 2: Goals in Attending TTC by Campus

Goals	Main		Berkeley		Palmer		Total*	
	No.	%	No.	%	No.	%	No.	%
Learn skills for a new job	391	66	27	71	50	59	469	65
Earn transfer credit	122	20	1	3	13	15	137	19
Learn skills for a current job	64	11	8	21	18	21	90	12
Learn for personal benefit	19	3	2	5	4	5	25	4
Total	**596**	**83**	**38**	**5**	**85**	**12**	**721**	**100**

*Two graduates of Off-Campus sites are included.

Employment

The percentage of respondents in each of the various employment status categories remains consistent with past years. Table 3 presents the employment status of all 1998 respondents, including those not employed in a related job.

Table 3: Employment Status

Status	Number of Respondents	Percent of Respondents
Full time	607	72
Part time	106	12
Active duty military	13	2
Full-time homemaker or retired	13	2
Unemployed, seeking work	26	3
Unemployed, in school	59	7
Unemployed, not seeking work because of problem	20	2
Total	**844**	**100**

Placement Rates

The State Board for Technical and Comprehensive Education evaluates each program annually for viability. **The data below is based on the number of awards earned and not the number of graduates** during the 1997-98 year (i.e., some graduates obtained awards in more than one program). The SBTCE placement rate is calculated according to the following formula:

$$\text{1998 Placement Rate} = \frac{\text{(707) Graduates employed in a related field} + \text{(202) Graduates attending college}}{\text{Total awards (1379)} - \text{Exclusions (45)}} = 68\%$$

Exclusions include active duty military, full-time homemakers, retired persons and those not seeking employment because of a disability or another reason. Placement rates for individual programs are included in Appendix A.

Graduates in Related Fields

At the time of the survey 592 graduates were employed in jobs related to their fields. The number of respondents to each question varies. The following characteristics of employment were calculated for graduates in related jobs.

When Job Obtained

Fifty-six percent of the 523 graduates in related jobs answering this question obtained their job after graduation. Diploma graduates were most likely to have obtained their job after graduation (82 percent). The graduates who most frequently obtained their job prior to attending TTC were those who earned Certificates (21 percent). In comparing job start dates by gender, females were more likely (62 percent) than males (45 percent) to have obtained their current related job after graduation. Tables 4 and 5 present job start dates by award and by gender.

Table 4: Job Start Dates by Award

Start Dates	Associate		Diploma		Certificate		Total	
	No.	%	No.	%	No.	%	No.	%
Before attending	61	18	2	4	28	21	91	17
While at TTC	89	27	8	14	44	32	141	27
After graduation	181	55	46	82	64	47	291	56
Total	**331**	**63**	**56**	**11**	**136**	**26**	**523**	**100**

Table 5: Job Start Dates by Gender

Start Dates	Female		Male		Total	
	No.	%	No.	%	No.	%
Before attending	42	13	49	25	91	17
While at TTC	82	25	59	30	141	27
After graduation	203	62	88	45	291	56
Total	**327**	**62**	**196**	**38**	**523**	**100**

Job Finding Methods

Graduates reported that direct application was the most frequently used method of first finding out about their job (28 percent). Contact with friends and relatives was second at 24 percent. All methods were used at about the same percent by males and females, except for newspaper ads, which was used by 22 percent of males and by 15 percent of females; and internships and rotations, which was used by 13 percent of females and 6 percent of males.

When analyzed by ethnic origin, several differences are apparent. Other minorities and Blacks used direct application more frequently (40 and 35 percent) to find jobs. Whites tended to use friends and relatives about the same as direct application (26 percent). Faculty members were the source of job information almost 5 times as often for Whites as for Blacks. Table 5 presents job finding methods by ethnic origin.

Table 6: Job Finding Methods by Ethnic Origin

	White		Black		Other		Total	
	No.	%	No.	%	No.	%	No.	%
Direct application	93	26	31	35	8	40	132	28
Friends and/or relatives	94	26	16	18	4	20	114	24
Newspaper ads	62	17	16	18	4	20	82	17
Faculty members	56	15	3	3	2	10	61	13
Internship or rotation	39	11	10	11	1	5	50	10
SC Job Service	11	3	5	6	1	5	17	4
Self-employed	4	1	6	7	0	0	10	2
TTC Job Placement or Co-op	6	2	2	2	0	0	8	2
Total	**365**	**77**	**89**	**19**	**20**	**4**	**474**	**100**

Job Locations

As in all past years, the largest percent (67 percent) of TTC graduates reported their job was located in Charleston County. The 67 percent represents a steady increase of 6 percent over all-time low of 61 percent of TTC graduates employed in Charleston County in 1994. The second largest proportion of jobs was reported in Berkeley County at 13 percent, and Dorchester was third with 9 percent. Table 7 presents job locations.

Table 7: Locations Where Jobs Obtained

Location	Number of Respondents	Percent of Respondents
Charleston County	328	67
Berkeley	63	13
Dorchester County	43	9
Other South Carolina Counties	33	6
Outside South Carolina	23	5
Total	**592**	**100**

Job Satisfaction

Graduates were asked about satisfaction with their current job. Of the 473 graduates in related jobs reporting on job satisfaction, 448 (95 percent) said they were satisfied. There was very little difference when the results were analyzed by demographics.

Job Preparation

Of the 488 graduates in related jobs responding to the question on adequate preparation, 471 (96 percent) reported TTC adequately prepared them for their current job or upgraded their skills. There was very little difference when analyzed by demographics.

Salaries

Graduates were asked to identify their monthly income from their principal job. Salary choices were listed in $300 increments. The median annual salary for the 300 graduates working full time in a related job was $21,394 and ranged from $8,994 to $34,194. When salaries were analyzed by gender, females reported a lower annual median salary at $18,963 than males at $23,861. Salaries by ethnic origin ranged from $21,080 to $22,494 with Whites having the lowest median salary and other minorities having the highest median salary. Blacks had a median salary of $22,044. The largest differences in salaries were found among graduates with Associate Degrees, Diplomas and Certificates. Table 8 presents salaries by award type.

Table 8: Salaries by Award Type

Award	Number of Respondents	Median Salary
Associate Degree	188	$23,071
Diploma	40	$14,394
Certificate	72	$19,594
Total	**300**	

Continuing Education

Of the 847 graduates responding to the question about continuing their education at the time of the survey, 320 (38 percent) said they were attending a college. Of the graduates who continued their education, 318 indicated the college they were attending. Table 9 presents the number of graduates and the colleges they were attending.

Table 9: Attending College

College	Number of Respondents	Percent of Respondents
Trident Technical College	171	56
College of Charleston	49	16
Other 4-year Colleges	31	10
Charleston Southern University	24	8
Medical University of SC	14	5
The Citadel	12	4
Other Technical/Business Colleges	3	1
Other 2-year Colleges	1	<1
Total	**305**	**100**

Satisfaction with Education at Trident

Of the 726 graduates who reported their satisfaction with TTC education, 710 (98 percent) said they were satisfied or very satisfied

Processes and Services

The survey instructed graduates to rate their satisfaction with processes and services offered by the college if they actually used the process or service. The question listed five levels of satisfaction from which to choose--very satisfied to very dissatisfied. The top two categories (very satisfied and satisfied) of each process make up the satisfaction rate. Satisfaction with most processes increased greatly over last year. The only exception was Co-operative Education. Table 10 presents a comparison of 1997 and 1998 satisfaction with processes and services.

Table 10: Comparison of 1997 and 1998 Satisfaction with Processes and Services

Process or Service	1997		1998	
	No. of Resp.	% Sat	No. of Resp.	% Sat
Description of offerings in College publications	734	78	645	86
Library facilities/services	766	76	650	85
Academic Advising	741	72	646	81
Attitude of non-teaching staff	777	71	679	78
Student Success Center services	392	69	307	73
Financial aid services	503	68	428	75
Student activities	395	67	395	72
Lab/shop equipment and supplies	742	64	637	78
Co-op services	176	64	183	60
Career and personal counseling	426	63	371	70
Pre-admissions advising & testing	677	63	605	77
Availability of courses at Convenient times	811	62	694	75
Bookstore	813	58	699	69
Student Employment and Career Transition	310	56	243	59
Food services	553	52	546	70
Registration process	824	52	698	66

When processes and services were analyzed by campus, both Berkeley and Palmer rated "Attitude of non-teaching staff," "Career and personal counseling" and "Student Employment and Career Transition" higher than Main. Both Berkeley and Palmer rated "Library facilities/services," and "Food Services" lower than Main. Main rated "Academic Advising" much lower than Berkeley and Palmer. The All Campuses column includes two Off-Campus respondents. Table 11 presents satisfaction rates for the college's processes and services by campus.

Table 11: Satisfaction with Processes and Services by Campus

Process or Service	Main		Berkeley		Palmer		All Campuses*	
	No. of Reps.	% Sat	No. of Reps.	% Sat	No. of Reps.	% Sat	No. of Reps.	% Sat
Description of offerings in College publications	534	86	31	87	79	84	645	86
Library facilities/services	539	87	29	66	80	83	650	85
Academic Advising	533	78	30	93	81	93	646	81
Attitude of non-teaching staff	562	78	35	83	89	73	679	78
Student Success Center services	237	70	23	87	45	82	307	73
Financial aid services	359	84	20	90	48	81	428	75
Student activities	313	72	22	77	59	73	395	72
Lab/shop equipment and supplies	532	79	32	72	71	75	637	78
Co-op services	142	57	11	82	28	64	183	60
Career and personal counseling	297	68	16	81	57	83	371	70
Pre-admissions advising & testing	497	77	33	79	73	77	605	77
Availability of courses at Convenient times	574	74	36	86	82	81	694	75
Bookstore	581	70	36	72	80	66	699	69
Student Employment and Career Transition	193	55	13	69	36	78	243	59
Food services	453	73	31	65	61	53	546	70
Registration process	580	65	36	67	80	73	698	66

*Includes two Off-Campus respondents.

Life Skills Accomplishments

The survey asked graduates if TTC was helpful in improving certain life skills. The five levels of possible responses ranged from extremely helpful to not helpful. The top two levels of helpfulness comprise "Percent of Helpfulness." Table 12 presents helpfulness in accomplishing life skills.

Table 12: Helpfulness in Accomplishing Life Skills

Life Skills	No. of Respondents	% of Helpfulness
Enhancement of self-confidence	687	72
Increase in enjoyment in learning	682	79
Improvement in science/tech skills	681	76
Clarification of educational /career goals	689	71
Cultivation of openness to ideas/ opportunities	660	71
Improvement in problem-solving skills	675	76
Improvement in communication skills	693	79
Increase in ability to use computer	686	75
Improvement in leadership/management skills	678	62
Increase in ability to use math	691	65
Expansion of awareness of global/multicultural society	675	54

When life skill accomplishments were analyzed by campuses, Berkeley Campus graduates rated three skills lower than college-wide rates. Differences were considered when the percentage deviated 10 percent from the college-wide rate. Table 13 presents differences in helpfulness in accomplishing life skills at Berkeley Campus.

Table 13: Berkeley Campus Helpfulness in Accomplishing Life Skills Lower than College-Wide Helpfulness

Life Skills	Berkeley		College-Wide
	No. of Respondents	**% of Helpfulness**	**% of Helpfulness**
Communication skills	36	69	79
Increase in ability to use math	36	53	68
Increase in ability to use computer	36	64	75

Palmer Campus graduates rated three life skills lower than other campuses. Table 14 presents differences in helpfulness in accomplishing life skills at Palmer Campus.

Table 14: Palmer Campus Helpfulness in Accomplishing Life Skills Lower than College-Wide Helpfulness

Life Skills	Palmer		College-Wide
	No. of Resp.	% of Helpfulness	% of Helpfulness
Improvement in problem-solving skills	77	62	76
Increase in ability to use math	79	49	65
Improvement in science/tech skills	77	44	76

Age groups reported differences in helpfulness in several life skills. The largest differences were in the 50 and over group, who probably had many of the life skills already. Table 15 presents differences in helpfulness in accomplishing life skills by age groups.

Table 15: Age Group Helpfulness in Accomplishing Life Skills Lower than College-Wide Helpfulness

Accomplishments	No. of Respondents	% of Helpfulness	College-Wide % of Helpfulness
Increase in enjoyment in learning (24 & under)	128	68	79
Cultivation of openness to ideas/opportunities (50 &over)	58	59	71
Improvement in ability to use math (24 & under)	132	56	66
Improvement in problem-solving skills (50 & over)	58	57	76
Clarification of educational/career goals (50 & over)	58	53	71
Improvement in leadership/management skills (50 & over)	59	48	62

In analysis by ethnic origin, other minorities rated "Increase in ability to use math" lower than college-wide ratings. All other ratings were within 10 percent of college-wide ratings.

Demographics

The percentage of graduates in all age groups remained steady. As to type of award received, the 25 to 29 age group received the largest percentage of Associate Degrees while the 50 and over group received the largest percentage of Certificates. Table 16 presents age groups by award.

Table 16: Age Group by Award

Age Group	Associate		Diploma		Certificate		All Awards	
	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.
24 & under	123	64	25	13	45	23	193	21
25 - 29	125	71	20	11	32	18	177	19
30 - 34	70	54	21	16	38	30	129	14
35 - 39	79	58	12	9	44	33	135	15
40 - 49	125	58	14	7	75	35	214	23
50 & over	37	55	5	8	25	37	67	7
Total	**559**	**61**	**97**	**11**	**259**	**28**	**915**	**100**

The percentage of females and males varied one percent the past five years--61 percent females and 39 percent males in 1998. Ninety-eight percent of males received Associate Degrees or Certificates (67 percent and 31 percent respectively), while 84 percent of females received Associate Degrees or Certificates. Only 2 percent of males received diplomas compared to 16 percent of females. Table 17 presents gender by award.

Table 17: Gender by Award

Gender	Associate		Diploma		Certificate		All Awards	
	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.
Female	318	57	90	16	148	27	556	61
Male	241	67	7	2	111	31	359	39
Total	**559**	**61**	**97**	**11**	**259**	**28**	**915**	**100**

Whites received the largest percentage of Associate Degrees, while Blacks received the largest percentage of Certificates. The percentage of Black graduates has increased steadily from a low of 12 percent in 1993 to a high of 19 percent in 1998. Table 18 presents ethnic origin by award.

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Table 18: Ethnic Origin by Award

Ethnic Origin	Associate		Diploma		Certificate		All Awards	
	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.
White	449	65	60	9	186	27	695	76
Black	79	46	32	19	60	35	171	19
Other	31	63	5	10	13	27	49	5
Total	**559**	**61**	**97**	**11**	**259**	**28**	**915**	**100**

Characteristics have remained the same for day and evening attendance as well as part and full time. However, Berkeley and Palmer campus attendance decreased slightly the past two years. Table 19 presents attendance characteristics of respondents.

Table 19: Attendance Characteristics

		No. of Respondents	% of Respondents
Full/Part	Full time	435	59
	Part time	306	41
Total		**741**	**100**
Day/Evening	Day	529	72
	Evening	210	28
Total		**739**	**100**
Campus	Main Campus	612	83
	Berkeley Campus	39	5
	Palmer Campus	88	12
	Off-campus site	2	<1
Total		**741**	**100**

General Conclusions

- Graduates were more satisfied with all but one of the processes and services rated (Co-op Services) than they had been since 1991, when the present method of calculation was introduced. The campus-wide quality effort could be the influence.
- The 1998 graduates were well satisfied with their education at TTC and felt their education or training prepared them for their jobs.
- In keeping with national norms, females generally received lower salaries than males. However, 1998 Black graduates had a higher median salary than Whites, which is contrary to previous years.

Appendix A

SBTCE GRADUATE PLACEMENT RATE[1,2]
1994 – 1998

	1994	1995	1996	1997	1998
All Programs	**76%**	**75%**	**78%**	**74%**	**68%**

Allied Health Sciences

	1994	1995	1996	1997	1998
Associate Degrees					
Dental Hygiene	76%	88%	95%	100%	65%
Medical Laboratory Technology	88%	85%	82%	100%	88%
Occupational Therapy Assistant	100%	100%	90%	92%	64%
Physical Therapist Assistant	76%	85%	92%	95%	72%
Radiologic Technology	67%	76%	75%	86%	79%
Respiratory Care	61%	100%	85%	100%	75%
Diplomas					
Dental Assisting	57%	79%	62%	80%	86%
Medical Assisting	69%	92%	80%	65%	87%
Certificates					
Allied Health Preparation					100%
Diagnostic Medical Sonography	71%	75%	67%	67%	71%
Pharmacy Technician	67%	100%	82%	92%	58%

Arts and Sciences

	1994	1995	1996	1997	1998
Associate Degrees					
Associate in Arts	82%	79%	80%	76%	64%
Associate in Science	83%	72%	75%	65%	59%
Radio and Television Broadcasting	78%	77%	92%	69%	82%
Certificates					
Environmental Technology			100%	64%	56%
Film Production	100%	33%	100%	55%	0%

[1]0 = 0 placement; blank = no graduates

[2]State Board for Technical and Comprehensive Education placement are based upon the total number of graduates available for employment or attending college. Graduates who are active military, full-time homemakers, retired persons or not seeking employment are excluded.

Business Technology

	1994	1995	1996	1997	1998
Associate Degrees					
Accounting	75%	76%	79%	65%	58%
Commercial Graphics	86%	76%	93%	76%	68%
Computer Technology	77%	56%	92%	73%	84%
General Business	65%	64%	79%	55%	63%
Management	81%	75%	64%	56%	59%
Marketing*	57%	71%		100%	
Office Systems Technology	76%	85%	100%	88%	82%
Telecommunication Systems Management		50%	67%	58%	52%
Diplomas					
Automated Office	56%	100%	50%	71%	71%
Certificates					
AS/400 Programming					75%
Clerk-Typist#	75%				
Computer Network Operations	69%	63%	69%	59%	58%
Information Processing	100%	100%	100%	100%	50%
Medical Transcriptionist	55%	63%	57%	53%	62%
Microcomputer Business Applications	63%	64%	70%	66%	59%
Printing		25%	83%	71%	62%
Quality	60%	86%	82%	67%	53%

Community, Family and Child Services

	1994	1995	1996	1997	1998
Diplomas					
Early Childhood Development	69%	82%	78%	92%	81%
Certificates					
Child Care Management					88%
Early Childhood Development	80%	100%	100%	80%	50%
Human Services	69%	84%	67%	77%	62%

Hospitality, Tourism and Culinary Arts

	1994	1995	1996	1997	1998
Associate Degrees					
Culinary Arts Technology	100%	100%	100%	100%	82%
Hospitality/Tourism Management	80%	100%	100%	88%	73%
Diplomas					
Culinary Arts	80%	100%	88%	64%	88%
Certificates					
Baking and Pastry Making					100%

#Canceled
*Suspended
*Suspended

Note: 0 = 0 placement; blank = no graduates

Industrial and Engineering Technology

	1994	1995	1996	1997	1998
Associate Degrees					
Aircraft Maintenance Technology	67%	73%	100%	100%	100%
Automated Manufacturing Technology#	100%	100%	100%	100%	86%
Chemical Engineering Technology*	71%	100%	67%	100%	33%
Civil Engineering Technology	90%	85%	75%	91%	83%
Electronics Engineering Technology	64%	69%	100%	61%	62%
General Technology	80%	33%	55%	69%	68%
Horticulture Technology	60%	100%	100%	79%	83%
Machine Tool Technology	100%	67%	100%	67%	86%
Mechanical Engineering Technology	80%	100%	100%	100%	100%
Diploma					
Cosmetology	75%	89%	64%	100%	50%
Industrial Drafting#	50%	100%	100%		
Certificates					
Advanced Computer Aided Design	100%	77%	80%	56%	50%
Air Conditioning/Refrigeration Mechanics	71%	60%	71%	60%	50%
Arc Welding	75%	75%		100%	100%
Automotive Servicing	60%	88%	82%	71%	70%
Beginning Computer Aided Design	95%	57%	65%	82%	67%
Brakes and Alignment Specialist				67%	100%
CIM Design		75%	100%	50%	100%
CIM Production Automation Control	0%	100%	67%	60%	80%
Computer Aided Design	71%				
Computer Numerical Control Operator				100%	71%
Construction Drafting	67%		71%	43%	86%
Construction Management	0%	0%	80%	80%	78%
Diesel Engine Servicing#	100%				
Diesel Equipment Mechanics#	100%				
Engine Repair Specialist		100%	75%	N/A	67%
Engineering Design Graphics	50%	0%	71%	75%	67%
Garden Center Operator#	100%			100%	
Gas Arc Welding	83%	100%	100%	100%	100%
Golf Course Maintenance	50%	0%		100%	
Certificates					
Industrial Electricity/Electronics	75%	78%	67%	67%	59%
Interior Landscaping#	100%		100%		
Landscape Design		100%	100%		100%
Landscape Management					100%
Machine Tool Technology	100%	83%	100%	100%	88%
Ornamental Plants#			100%	100%	
Surveying	86%	82%	100%	100%	80%

*Suspended
#Canceled

Note: 0 = 0 placement; blank = no graduates

Nursing

	1994	1995	1996	1997	1998
Associate Degrees					
Nursing (ADN)	83%	71%	86%	81%	58%
Diplomas					
Practical Nursing	80%	71%	74%	81%	60%
Certificates					
Nursing Assistant	76%	62%	63%	57%	61%
Pre-Nursing (ADN)				100%	95%
Pre-Practical Nursing				100%	

Public Service

	1994	1995	1996	1997	1998
Associate Degrees					
Criminal Justice	63%	86%	57%	92%	83%
Legal Assistant	73%	76%	69%	79%	67%
Certificates					
Paralegal	85%	50%	78%	56%	71%

#Canceled

Note: 0 = 0 placement; blank = no graduates

Source: SIS